

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ SAIS Number: \_\_\_\_\_

FORM 2-L/S LISTENING/SPEAKING

STANDARDS STATUS REPORT  
FUNCTIONAL, READINESS, AND FOUNDATIONS LEVELS

**SCORING:** Use the Analytic Scoring Tool (AST) to determine the score for each essential skill the student demonstrates. Circle the score obtained in the appropriate column using the designated color for that review date. Items in parentheses are examples to help you frame your professional judgment. Examples are not exhaustive. Scoring is based on the listed examples or other similar tasks as noted in the comments section. Teachers should feel free to add any comments to clarify student skills; e.g., how student performs task by telling, drawing, printing, using computer, Braille, or printed word.

**STANDARD 3: LISTENING AND SPEAKING**

Students effectively listen and speak in situations that serve different purposes and involve a variety of audiences.

**FUNCTIONAL (Ages 3-21)**

*Within the functional contexts of home, school, work, and community environments, and using a variety of receptive (e.g., tangible objects, photographs, pictures, line drawings, symbols, speech) and expressive (e.g., gesture, pointing, sign, assistive technology, augmentative communication device, speech, drawing) communication modes, students know and are able to do the following:*

STANDARD 3: LISTENING AND SPEAKING	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL (Ages 3-21)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
LS-FS1. Associate meaningful real-life experiences with symbolic language.					
PO 1. Localize sounds or other stimuli in a communicative context.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
Subtotal page 1:					

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<b>STANDARD 3: LISTENING AND SPEAKING</b>	<b>Comments</b>	<b>Emergent</b>	<b>Supported</b>	<b>Functional</b>	<b>Independent</b>
<b>FUNCTIONAL (Ages 3-21) LS-FS1 continued</b>		<b>See AST Score 1-3</b>	<b>See AST Score 4-6</b>	<b>See AST Score 7-10</b>	<b>See AST Score 11</b>
PO 2. Locate objects out of view (object permanence)(e.g., reach for crayons in desk, go to refrigerator for items needed to make a recipe, in response to a question “Where is your lunch?” indicate by gaze that lunch is in backpack, locate spoon if dropped and out of sight).		<b>P B R</b> 1 1 1 2 2 2 3 3 3	<b>P B R</b> 4 4 4 5 5 5 6 6 6	<b>P B R</b> 7 7 7 8 8 8 9 9 9 10 10 10	<b>P B R</b> 11 11 11
PO 3. Communicate anticipation of consistent activities and familiar people in daily routines (e.g., door opens/turns head; see or touch shirt/extends arms/turns head; see or feel spoon/moves mouth towards spoon.		<b>P B R</b> 1 1 1 2 2 2 3 3 3	<b>P B R</b> 4 4 4 5 5 5 6 6 6	<b>P B R</b> 7 7 7 8 8 8 9 9 9 10 10 10	<b>P B R</b> 11 11 11
PO 4. Associate cues, objects, pictures, and their meaning as symbols to represent activities in schedule/routine (e.g., carpet square-circle time songs, bells-lunch, recess).		<b>P B R</b> 1 1 1 2 2 2 3 3 3	<b>P B R</b> 4 4 4 5 5 5 6 6 6	<b>P B R</b> 7 7 7 8 8 8 9 9 9 10 10 10	<b>P B R</b> 11 11 11
PO 5. Identify familiar objects and pictures.		<b>P B R</b> 1 1 1 2 2 2 3 3 3	<b>P B R</b> 4 4 4 5 5 5 6 6 6	<b>P B R</b> 7 7 7 8 8 8 9 9 9 10 10 10	<b>P B R</b> 11 11 11
PO 6. Associate objects with their functions.		<b>P B R</b> 1 1 1 2 2 2 3 3 3	<b>P B R</b> 4 4 4 5 5 5 6 6 6	<b>P B R</b> 7 7 7 8 8 8 9 9 9 10 10 10	<b>P B R</b> 11 11 11
<b>Subtotal page 2:</b>					
<b>Subtotal page 1:</b>					
<b>Subtotal pages 1-2:</b>					

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<b>STANDARD 3: LISTENING AND SPEAKING</b>	<b>Comments</b>	<b>Emergent</b>	<b>Supported</b>	<b>Functional</b>	<b>Independent</b>
<b>FUNCTIONAL (Ages 3-21)</b>		<b>See AST Score 1-3</b>	<b>See AST Score 4-6</b>	<b>See AST Score 7-10</b>	<b>See AST Score 11</b>
<b>LS-FS2. Follow simple directions.</b>					
PO 1. Respond to simple 1-step directions (e.g., show recognition of name; “Come here, please”; “Look”; “Line up”; inhibits to “no”).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Demonstrate understanding of 4-10 prepositions, (e.g., in/out, on/off, up/down) using objects and/or self within natural context.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 3. Follow 2-step related directions (e.g., “Go to the door and open it,” “Pick up your clothing and put it in the hamper”).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 4. Carry out 2 unrelated directions (e.g., “Sit down and read a book”; “Go to the office and pick up the mail”).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
<b>LS-FS3. Communicate a personal experience in a logical sequence using gestures, pictures, drawings, or spoken words.</b>					
PO 1. Describe personal experiences.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
<b>Subtotal page 3:</b>					
<b>Subtotal pages 1-2:</b>					
<b>Subtotal pages 1-3:</b>					

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STANDARD 3: LISTENING AND SPEAKING	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL (Ages 3-21) LS-FS3 continued		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
PO 2. Relate events or personal experiences sequentially.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
LS-FS4. Use effective basic language structure and form.					
PO 1. Imitate strings of words and gestures.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Receptively understand a predetermined number of words.* <i>*IEP team specifies number.</i>		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 3. Functionally express a predetermined number of words.* <i>*IEP team specifies number.</i>		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 4. Communicate using 2-5 words together.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
Subtotal page 4:					
Subtotal pages 1-3:					
Subtotal pages 1-4:					

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<b>STANDARD 3: LISTENING AND SPEAKING</b>	<b>Comments</b>	<b>Emergent</b>	<b>Supported</b>	<b>Functional</b>	<b>Independent</b>
<b>FUNCTIONAL (Ages 3-21) LS-FS4 continued</b>		<b>See AST Score 1-3</b>	<b>See AST Score 4-6</b>	<b>See AST Score 7-10</b>	<b>See AST Score 11</b>
<b>PO 5. Use simple sentences.</b>		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>
<b>LS-FS5. Share ideas, information, opinions (preferences/interests), and questions.</b>					
<b>PO 1. Indicate needs, wants, pleasure, and displeasure through non-symbolic/pre-linguistic communicative behaviors (e.g., cries, laughs, vocalizations, movements, touches, and gaze).</b>		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>
<b>PO 2. Initiate intentional communicative behavior to gain attention; protest; make choices; indicate wants; start, continue, restart, or end activity (e.g., touches adult to indicate “more”; places adult hand on desired object; pushes object away; crying).</b>		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>
<b>PO 3. Indicate wants for activities, items, or people that cannot be seen nor heard (e.g., cookies in the cupboard).</b>		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>
<b>PO 4. Respond to and respond with “yes” and “no” (e.g., yes/no card, sign, shaking one's head yes/no).</b>		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>
<b>Subtotal page 5:</b>					
<b>Subtotal pages 1-4:</b>					
<b>Subtotal pages 1-5:</b>					

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<b>STANDARD 3: LISTENING AND SPEAKING</b>	<b>Comments</b>	<b>Emergent</b>	<b>Supported</b>	<b>Functional</b>	<b>Independent</b>
<b>FUNCTIONAL (Ages 3-21) LS-FS5 continued</b>		<b>See AST Score 1-3</b>	<b>See AST Score 4-6</b>	<b>See AST Score 7-10</b>	<b>See AST Score 11</b>
<b>PO 5. Communicate physical and emotional needs in response to questions (e.g., “What's the matter?” “What do you want to do?” “What do you want to eat?”).</b>		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
<b>PO 6. Ask for assistance (e.g., bathroom, position change, buttons, directions for turning on computer, using a tool, preparing a meal).</b>		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
<b>PO 7. Make comments appropriate to the activity (e.g., “Look at my picture”; look with interest at object, touch/comment on object).</b>		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
<b>PO 8. Communicate intended actions (e.g., “I'm leaving”; “I'm playing over there”; “I'm going on break”).</b>		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
<b>PO 9. Initiate and respond to at least three different interrogative questions (e.g., “why,” “how,” “who,” “what,” “where,” and “when”).</b>		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
<b>PO 10. Relate personal information (e.g., identifies self with name/sign, knows first and last name, telephone number, displays identification card).</b>		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
<b>Subtotal page 6:</b>					
<b>Subtotal pages 1-5:</b>					
<b>Subtotal pages 1-6:</b>					

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<b>STANDARD 3: LISTENING AND SPEAKING</b>	<b>Comments</b>	<b>Emergent</b>	<b>Supported</b>	<b>Functional</b>	<b>Independent</b>
<b>FUNCTIONAL (Ages 3-21) LS-FS5 continued</b>		<b>See AST Score 1-3</b>	<b>See AST Score 4-6</b>	<b>See AST Score 7-10</b>	<b>See AST Score 11</b>
<b>PO 11. Demonstrate beginning problem solving, alternative solutions, or negotiation skills (e.g., if/what situations-“If we can’t go to the video store now, can we go after dinner?”)</b>		<b>P B R</b> 1 1 1 2 2 2 3 3 3	<b>P B R</b> 4 4 4 5 5 5 6 6 6	<b>P B R</b> 7 7 7 8 8 8 9 9 9 10 10 10	<b>P B R</b> 11 11 11
<b>LS-FS6. Listen and respond to stories, poems, nonfiction, and age-appropriate music.</b>					
<b>PO 1. Attend to stories, television, videos, or games for 5-10 minutes.</b>		<b>P B R</b> 1 1 1 2 2 2 3 3 3	<b>P B R</b> 4 4 4 5 5 5 6 6 6	<b>P B R</b> 7 7 7 8 8 8 9 9 9 10 10 10	<b>P B R</b> 11 11 11
<b>PO 2. Anticipate patterns in familiar stories (e.g., repeating phrases, rhyming).</b>		<b>P B R</b> 1 1 1 2 2 2 3 3 3	<b>P B R</b> 4 4 4 5 5 5 6 6 6	<b>P B R</b> 7 7 7 8 8 8 9 9 9 10 10 10	<b>P B R</b> 11 11 11
<b>PO 3. Answer simple questions related to familiar story (e.g., “Was there a dog in the story?” “What is the dog’s name?”).</b>		<b>P B R</b> 1 1 1 2 2 2 3 3 3	<b>P B R</b> 4 4 4 5 5 5 6 6 6	<b>P B R</b> 7 7 7 8 8 8 9 9 9 10 10 10	<b>P B R</b> 11 11 11
<b>PO 4. Relate personal experiences to story.</b>		<b>P B R</b> 1 1 1 2 2 2 3 3 3	<b>P B R</b> 4 4 4 5 5 5 6 6 6	<b>P B R</b> 7 7 7 8 8 8 9 9 9 10 10 10	<b>P B R</b> 11 11 11
<b>Subtotal page 7:</b>					
<b>Subtotal pages 1-6:</b>					
<b>Subtotal pages 1-7:</b>					

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ SAIS Number: \_\_\_\_\_

<b>STANDARD 3: LISTENING AND SPEAKING</b>	<b>Comments</b>	<b>Emergent</b>	<b>Supported</b>	<b>Functional</b>	<b>Independent</b>
<b>FUNCTIONAL (Ages 3-21)</b>		<b>See AST Score 1-3</b>	<b>See AST Score 4-6</b>	<b>See AST Score 7-10</b>	<b>See AST Score 11</b>
<b>LS-FS7. Participate in group discussions, activities, or peer/adult interactions.</b>					
PO 1. Participate during ongoing social interaction (e.g., comments; small talk on playground or in break room; or acknowledging through nodding/smiling).		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>
PO 2. Converse for 2-3 turns (e.g., using rules of conversing related to initiating conversation, wait time, turn taking, and maintaining topic of conversation).		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>
<b>READINESS (Kindergarten)</b>					
A. Tell or retell a personal experience or creative story in a logical sequence using various communication modes.					
B. Follow simple directions.					
C. Share ideas, information, opinions, questions, preferences, and interests.					
D. Listen and respond to stories, poems, and nonfiction.					
E. Participate in group discussions or peer/interactions.					
Subtotal page 8:					
Subtotal pages 1-7:					
<b>LISTENING/SPEAKING TOTALS:</b> (pages 1-8)					

**SCORING:** To obtain Listening/Speaking score, add scores obtained in the Listening and Speaking subtotals from each column (i.e., Emergent, Supported, Functional, and Independent). Record the total score below.

Total Listening and Speaking Score/Form 2L/S: \_\_\_\_\_



Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ SAIS Number: \_\_\_\_\_

**SCORING:** Use the AIMS-A Analytic Scoring Tool (AST) level definitions in bold to determine the level of each essential skill the student demonstrates. Place a check mark and date in the corresponding column. Do not assign points.

<b>STANDARD 3: LISTENING AND SPEAKING</b>	<b>Comments</b>	<b>Emergent</b>	<b>Supported</b>	<b>Functional</b>	<b>Independent</b>
<b>FOUNDATIONS (Grades 1-3)</b>		<b>See AST Definition</b>	<b>See AST Definition</b>	<b>See AST Definition</b>	<b>See AST Definition</b>
<b>A. Use effective vocabulary and logical organization to relate or summarize ideas, events, and other information.</b>					
<b>B. Give and follow multiple-step directions.</b>					
<b>C. Prepare and deliver information by generating topics; identifying the audience; and organizing ideas, facts, or opinions for a variety of speaking purposes such as giving directions, relating personal experiences, telling a story, or presenting a report.</b>					